

Rising School: Medium Term Plan Spring 2025

TERM 5;	Theme	Learning Opportunities (Implementation)	RS children will be Learning to (Intent):
21st April - 23rd May 2025	Animals and habitats; Life cycles Minibeasts Under the sea	Life cycles <ul style="list-style-type: none"> Read 'The very hungry Caterpillar' with the children and focus on the four main changes that the caterpillar goes through. Look at and discuss information books on the life cycles of butterflies and frogs. Talk about how they change and focus on the names of the different parts such as 'egg', 'caterpillar', 'chrysalis (cocoon)', 'butterfly' and 'frogspawn', 'tadpole', 'newt' and 'frog'. The children can look at pictures of the different parts and we will encourage them to sequence the pictures, talking about what comes first, second etc. The children will be given the opportunity to use different materials to create their own eggs, cocoons, caterpillars and butterflies. We will also be lucky enough to have caterpillar eggs in the Pre-School that the children will be able to watch grow and change and then eventually let the butterflies go in our garden. 	PSED - Understanding Emotions: Talks about how others might be feeling and responds according to their understanding of the other person's wants and needs (og 64) PSED - Understanding Emotions: Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings (pg 64) C&L - Understanding: Beginning to understand 'why' and 'how' questions (pg 70) C&L - Speaking: Builds up vocabulary that reflects the breadth of their experiences (pg 74)
Celebrations/ festivals; St Georges day (23rd Apr) May day (1st May) World Bee day (20th May)	Books The very hungry caterpillar Superworm The very lazy ladybird Tiddler The snail and the whale	Minibeasts <ul style="list-style-type: none"> We will talk to the children about the different minibeasts and which ones they know, like and dislike. We will talk about the characteristics of these minibeasts and what the different parts are called and used for. The children will be able to take part in 'minibeast' hunts in the garden and will be encouraged to think about the habitats. For example, we will encourage the children to look in/under dark, cool and wet places for things like worms and snails. The children will be able to describe their favourites and use different craft materials to make different representations of them. We will talk about bees in particular and how to look after them. Celebrating 'world bee day' on 20th May - sensory activities based around yellows and oranges, honeycomb shapes and patterns. We will share stories such as 'superworm' to spark interest and conversation about the many different minibeasts in our local environment. 	C&L - Speaking: Uses talk to explain what is happening and anticipate what might happen next (pg 74) PD - Moving and Handling: Climbs and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise (pg 80) PD - Moving and Handling: Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrushes, scarves or ribbons (pg 80)
Makaton Wk 1; Bed Wk 2; Chair Wk 3; Car Wk 4; I Wk 5; You	Sound of the week Wk 1; s Wk 2; t Wk 3; u Wk 4; v Wk 5; w	Under the Sea <ul style="list-style-type: none"> We will talk with the children about all the different animals that live under the sea. We will ask the children to share their knowledge about the different sea creatures. The children will have the opportunity to talk about and share their individual experiences of sea life. The children will be given the opportunity to make their favourite sea creatures and talk about the different features that they might have such as tentacles, fins etc. The children will be able to develop their counting skills when talking about the amount of fins, tentacles etc. We will talk about how we can help look after the oceans and the animals that live in it. We will ask the children what they think might happen if we drop our litter in the oceans and what it might do to the fish. An opportunity will be given to 'save' the animals from plastic. 	M - Counting: Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5 (pg 99) M - Counting: Uses some number names and number language in play, and may show fascination with large numbers (pg 99) M - Shape: Attempts to create arches and enclosures when building, using trial and improvement to select blocks (pg 100) M - Measures: Recalls a sequence of events in everyday life and stories (pg 101) UTW - The World:

Rainbow Teddies Pre-School

<p>Songs Incy Wincy Spider There's a worm at the bottom of the garden 5 little speckled frogs The waves go up and down 1,2,3,4,5 once i caught a fish alive</p>	<p>Music (thurs AM);</p>	<p>Week 1: SING; Incy Wincy spider, there's a worm....., there's a tiny caterpillar on a leaf Week 2: PLAY; Match pitch - copy sound, chime bars/bells Week3: MOVE; Grand old duke, we are dancing, shake your sillies out Week 4: SING; Favourite songs and solos, body songs - heads, shoulders etc Week 5: PLAY; Body percussion, copy and clap rhythms</p>	<p>Developing an understanding of growth, decay and changes over time (pg 109) <u>UTW - The World:</u> Shows care and concern for living things and the environment (pg 109) <u>EA&D - Creating with Materials:</u> Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience (pg 114) <u>EA&D - Creating with Materials:</u> Uses various construction materials (pg 114) <u>EA&D - Creating with Materials:</u> Uses tools for a purpose (pg 114)</p>
<p>TERM 5;</p>	<p>P.E in the school hall;</p>	<p>Week 1: May day dancing/scarf dancing Week 2: Stick in the mud Week 3: Pass the ball Week 4: Ring games Week 5: Climbing and balancing</p>	
		<p><u>PD - Moving and Handling;</u> Climbs stairs/steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise (pg 80) Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles (pg 80) Can balance on one foot or squat momentarily, shifting body weight to improve stability (pg 80) Can grasp and release with two hands to throw and catch a large ball (pg 80) Manipulates a range of tools and equipment in one hand, tools include ribbons/scarves (pg 80)</p>	
<p>TERM 5;</p>	<p>Home Learning suggestions;</p>	<p>Week 1: Can you tell your family about the different stages of the caterpillar's life? Week 2: Can you draw a picture of the different stages? Week 3: What is your favourite minibeast? Can you find out one interesting fact about it? Week 4: What is your favourite sea creature? What can you find out about it? Week 5: How many bumble bees can you see on a walk/in your garden? what are they doing?</p>	<p>Same learning intentions as listed above. Please bring anything your child makes into Pre-school so the children can share what they have done with their friends. This is a real confidence boost for them.</p>